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McMaster University

**SUBMISSION  
TO THE  
COMMITTEE ON  
UNIVERSITY  
AFFAIRS**

November 1972



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SUBMISSION TO THE COMMITTEE ON UNIVERSITY AFFAIRS

November, 1972

At a time when Ontario universities face great uncertainties of enrolment and of financing and are vigorously re-examining their role both in relation to each other and to other institutions in society, McMaster University is pleased to have the opportunity to make a submission to and meet with the Committee on University Affairs. We believe that these discussions can lead to a better understanding of the critical position in which our universities now find themselves and may help to point the way to courses of action which will ensure their continued vigour as centres of teaching and scholarship.

The table of contents is the catalogue of our concerns and aspirations. We are concerned about the effects of sudden changes in fees and student support; about the inadequacy of operating and capital grants. We want to stress the perils facing our research programs. We hope also to inform the Committee about our recent accomplishments, particularly in the newly opened Health Sciences Centre, and to share with you our plans for future growth in our Faculties, in the Schools of Graduate Studies and Adult Education. And we want to know your views on all these matters.

McMaster University, despite prospects of an almost constant level of enrolment, does not intend to become a static institution. We propose to respond to the challenges of the times with vigour and imagination. In reading our submission, the members of the Committee on University Affairs will become aware of the opportunities as well as the hazards and obstacles we face. We are looking forward to our December meeting when we shall discuss them with you face to face.



## STUDENT FINANCING

We think it appropriate, in an annual Brief designed both to point up current academic developments and to identify major areas of prospective academic change and innovation, that we should this year begin with a short statement on a matter of widespread concern to our students, who collectively represent the basic constituency within any university community.

We refer to the recent changes initiated by the government of Ontario in the structure of its Student Aid Plan and to the related increases in the levels of tuition fees imposed upon both undergraduate and graduate students. That these changes should have generated widespread dissatisfaction and uncertainty among the students is scarcely surprising, for it is their own financial circumstances that have been most immediately and directly affected. What is also true is that at McMaster, and unmistakably elsewhere, both the Faculty and the Administration share a genuine apprehension concerning these recent financial changes, not only because of their arbitrary formulation and peremptory implementation (no genuine consultation having taken place with the university), but also because of their quite unpredictable consequences for the attainment of one widely-accepted goal of social policy, i. e., the greater accessibility of university education to those students who are academically most qualified to receive it.

That one might agree with the substantive action taken in the raising of undergraduate fees, although not with the much harsher increases imposed upon graduate students within this Province, in no way lessens the validity of opposition to recent government policy



relating both to tuition fees and to O.S.A.P. The overall effect of these changes, combined with a relentless rise in the cost of living, has been to intensify the financial constraints within which both present and prospective Ontario university students must operate, if they are to attain their goal of a post-secondary education. The academic consequences of government policies that impose significantly heavier financial pressures on university students are at the moment simply unknown, both in the short-run and over a longer period, and therein lies a major criticism of their recent introduction.

This is not the appropriate context in which to make specific proposals concerning modifications in the overall financial framework within which the Ontario university student must operate. We sincerely hope, however, that whenever the government contemplates making changes in student fees or the student aid plan, it will first consult with the universities before deciding on any substantive modifications in these areas.



## PROVINCIAL OPERATING FUNDS

Since the operating formula has been in effect, McMaster and other universities have generally enjoyed substantial annual increases in income resulting both from increasing enrolments and from the rising value of the BIU's. For many universities the growth in income from increased enrolment was as large or larger than the increased income due to the annual increment in BIU value. The additional income from growth in enrolment provided the financial resources to pay for qualitative improvements, innovation, and experimentation.

With the prospect now for an approximately steady-state enrolment for McMaster and most other provincial universities, the relatively small increases in income, which have failed to match the increase in costs due to inflation, leave the universities in a very difficult financial position. Even if BIU values were to be fully adjusted for price changes, they would still be inadequate to support improvements in quality and new developments which the universities want to introduce and which the Ministry, public and students have a right to expect. With the present formula, even if the real value of the BIU were effectively maintained, such an objective would be inadequate as it would serve only to support present programmes and would not provide sufficient financing:

- a) to improve the quality of academic programmes;
- b) to incorporate new developments and to allow seed money for experimentation;
- c) to shift to meet the changing preferences of students;
- d) to support library acquisitions where new books and journals continue to become available irrespective of the steady-state enrolments; and



- e) to upgrade, update, and retread present faculty which becomes especially important when youthful vigour and new ideas are no longer supplied by large numbers of new appointments.

In other words, the operating formula should incorporate an additional dimension beyond the price level adjustment comparable to the "cyclical renewal" dimension in the capital formula. This "cyclical renewal" would allow for faculty improvement, for new programs, for more adult studies, for changing public and student preferences.

We believe this need is important and urgent and recommend strongly that the CUA and Ministry add additional funds to university operating grants to ensure that Ontario universities continue not only to maintain their current strength but also to improve.



## CAPITAL FINANCING

We have for some time been concerned that the allowance for cyclical renewal would not be sufficient over the years.

We have an example of an older building which is perhaps indicative of what will happen in the future. One of our original buildings, Hamilton Hall, was originally designed as a science building in 1930 and over the years it has been renovated to restore it to good repair, it has been remodelled to accommodate changing functions and uses, always to a less demanding or sophisticated use, and it has been altered to meet the changing and ever more exacting requirements of the Fire Marshal.

You will find below a record of renovations. All figures are actual except the last item which is an estimate of the latest plans to change the use of this building:

Year	Description	<u>Record of Renovations</u>	
		Recorded Cost	Cost in 1972 Dollars 7% Escalation*
1930	Building constructed	\$	\$
1951	Relocating science departments	6,100	25,258
1954-56	General renovations	181,641	573,768
1960	Renovation to biology labs.	13,000	29,279
1961	General renovations	75,000	157,868
1962	Scientific equipment	14,000	27,541
1964	Remodel Hamilton Hall	89,392	134,000
1968	Renovation fourth floor	13,338	17,500
1969	Renovation-fire alarm, emergency lighting, stairwell enclosures, lab. renovation, etc.	54,138	66,500
1972	Renovate as a University Centre	895,200	895,200
	Total	\$1,341,809	\$1,926,914
Renovation funds generated by present formulae			606,063
Difference			\$1,320,851

\*Escalation 7% per annum



It will be noted that the cost in 1972 dollars exceeds the funds generated by the present formulae by \$1,320,850. Costs will be over three times the amount of funds generated!

The \$606,063 generated includes both funds from cyclical renewal and the age/quality discount as follows:

Hamilton Hall Area	26,495 NASF - 1930	
Age Quality	41% of 26,495 = 10,863 x \$55	= \$597,465
Cyclical Renewal	26,495 - 10,863 = 15,632 x \$55 x 1% =	8,598
		<u>\$606,063</u>

As Hamilton Hall has been altered over the years it has been used for activities less demanding on a building from the standpoint of electrical and mechanical requirements. The proposed use now is largely for offices and student meeting rooms and lounges not exacting in their requirements.

We would point out that if Hamilton Hall were still to be used for science teaching, it has at present a very rudimentary ventilation system in the laboratory areas, and to update it to the standard of the newer science buildings would involve an even greater expenditure than is indicated in the proposed estimate for 1972.

The present cyclical renewal formula would come closer to generating sufficient funds were it not for extraordinary expenditures occasioned by the Ontario Fire Marshal's insistence on updating the building services to meet his latest requirements. This is particularly the case with science buildings which, when designed a number of years ago for reasons of economy had open ventilation systems (i.e. corridor air supply) quite acceptable to the Fire Marshal at that time, but now requiring closed ventilation systems (i.e. ducted supply). The cost



of changing all laboratory doors with grilles in them and putting in a ducted supply system is, we believe, an extraordinary expenditure not normally covered by cyclical renewal. Similarly, aluminum and glass fire separation and smoke barrier doors with sidelights and transoms are now not acceptable to the Fire Marshal and the replacement of these doors by steel and glass doors with sidelights and transoms involves major expenditures.

The age/quality discount and cyclical renewal generation, both based on 1% of the cost of the buildings, would appear to be insufficient to cover all of the expenses that will occur if a building is 1) to have its components renewed cyclically as required to keep it in good repair, 2) to be altered to meet the changing and ever more exacting demands of the Fire Marshal, and 3) to be remodelled to meet changing programme requirements.

This latter point covering changing requirements becomes more and more important as university enrolments reach a relatively stable state and the existing plants must be altered to accommodate the new programmes that will be necessary to meet the future requirements of higher education.

The principles involved in age/quality and cyclical renewal are sound and their introduction into the Provincial financing scheme is innovative and practical but the formula should be upgraded.

We would recommend that the Committee on University Affairs consider --

- 1) increasing the Age/Quality allowance to a discount of 2% of the value of buildings at the time of the establishment of the formula,



- 2) increasing Cyclical Renewal to 2 1/2 to 3% over the present 1%,
- 3) introducing an escalation factor for Cyclical Renewal for years subsequent to 1968, the year of adoption of the present formula.

As an alternative to 2) above, one could increase the cyclical renewal factor to 1 1/2 to 2% and finance changes resulting from the Fire Marshal's requirements from non-formula sources so that each change could be considered on its merits and the urgency of the requirements.

We trust serious consideration can be given to these recommendations which are so important at this stage of university development in this Province.



## THE ROLE AND FUNDING OF RESEARCH

One of the most remarkable accomplishments of the Ontario universities, as indeed of universities throughout Canada, during the past two decades has been the extent to which many have become identified as major centres of graduate study and research. This they have accomplished while successfully coping with rapidly increasing numbers of undergraduates. A number of our universities, finally, have taken their rightful place in the international world of scholarship and now can be judged by international standards. Excellence in research is no longer a distant goal; it is rather a status that some of our universities have attained in one or more areas.

This status has not been achieved easily. It has required determination, foresight and judgment on the part of the universities; it has required the support of the federal government through its various granting agencies; but, above all, it has required the recognition on the part of the government of Ontario that the role of a university must embrace both teaching and research if it is to fulfil its responsibility to the society which supports it.

It may have been that the government's main objective in providing universities with such resources was the training of the teachers required for the growing number of undergraduates. But in the process of strengthening and expanding graduate work, a research capability has been established which is in keeping with the traditional role of universities and with national, provincial and regional needs.



Until recently, the way in which the costs of university research have been shared between federal and provincial governments worked admirably, at least in the sciences, engineering and medicine. The federal granting agencies paid the greater part of the direct costs of research programmes; the 'formula' income generated by graduate students associated with these programmes covered all indirect costs, including faculty salaries. But now the situation has changed. For reasons that we all know, graduate student enrolment in many disciplines has declined sharply during the past two years and this trend is likely to continue. As a result, postdoctoral fellows, research associates and technicians, have become essential to provide the manpower required for our universities to make the most effective use of their resources of faculty, equipment and buildings for the conduct of research to meet national goals. The universities have been told and they accept the fact that there must be a major decoupling of research from graduate study. It is not possible for universities to finance research as long as the federal government agencies fail to recognize indirect costs and provincial funding is determined solely by graduate student numbers, unless, of course, we are willing to divert monies which are required to maintain the quality of our undergraduate programmes. This McMaster is not prepared to do.

In the long run the solution to this problem of research financing is a recognition by agencies supporting research that they must accept the responsibility for the total costs of all research which is not directly related to the teaching function of the universities. This, however, is not likely to happen until a new agreement has been reached by the federal and provincial governments for the sharing of the costs of post-secondary institutions.



In the meantime, for universities like McMaster with a large commitment to research, the situation has reached critical proportions. In one department alone, the reduction in BIU income resulting from the contraction of graduate enrolment is almost equal to the total salary budget for its faculty. This department, which is recognized as outstanding by international standards, is straining to maintain its level of productivity through the employment of postdoctoral fellows and research assistants from research grants. Meanwhile, the University faces a growing financial crisis.

It is not enough to suggest that this problem would be resolved if the department were to do less research and devote more of its energies to teaching, since enrolments even at the undergraduate level are not increasing significantly. Furthermore, the question must be asked whether it is in Ontario's interest to set about deliberately to reduce the research commitment of a department which ranks high in the research capability of its faculty.

It has been a long and difficult task to reach the point where our universities are true centres of learning and research. Are we prepared to risk losing our hard-earned place in the world of scholarship while the problem of the division of costs between two levels of government waits to be resolved?

The provincial government could take a number of steps which would help to minimize this risk. For one thing, recognition could be given to the fact that the work of postdoctoral fellows, in addition to being essential to ongoing research, is a vital part of the educational function of any major university; with suitable safeguards to ensure control of numbers, the province could provide formula income for



work at this level. Second, through increases in the value of the Basic Income Unit, it could affirm that the funds for faculty research, which formerly came largely through the formula income generated by graduate students, would now be included in the overall enriched BIU income of the University. Third, it could provide extra formula support for new and innovative programmes of graduate study and research. Finally, it could strive to accelerate negotiations with the federal government which we hope would lead to an agreement for the funding of both the indirect and direct costs of research by federal agencies.



## TEACHER EDUCATION

In October, 1971 the University Senate approved integration of Hamilton Teachers' College with McMaster University. The approval included a proposal for a four-year bachelor's degree education programme with certain innovative features and also a one-year post baccalaureate teacher education programme. The Minister was notified of this action by McMaster University and of the University's interest and enthusiasm to begin the teacher education programme. The University continues to await a government decision on McMaster's role in teacher education.

Let us reaffirm that McMaster remains willing and ready to proceed to negotiations with the government for the integration of Hamilton Teachers' College and the inauguration of the University programme of teacher education. We believe that McMaster has much to offer:

- a) a broad-based University with undergraduate and graduate programmes in disciplines closely related to education and with other professional faculties including Engineering and Business;
- b) strong University interest at faculty and administrative levels in the teacher education programme; and
- c) broad support from the community including especially the Boards of Education of Hamilton, surrounding counties and separate school boards for a programme of teacher education at McMaster.

We are convinced of the importance of establishing a teacher education programme in Hamilton, the centre of one of Ontario's largest metropolitan areas.



DIVISION OF ARTSFACULTY OF HUMANITIES

The newly instituted Year I course in "Classical Civilization", and the new programme in "Pass Classical Civilization", have attracted substantial numbers of students to the Department of Classics. The course in "Honours Music" (Mus. Bac. degree) with two streams, History and Theory, and Music Education, continues to attract increased numbers of students. A projected course in "Pass Music" is currently under review. The programme in "Pass English" has recently been reorganized around two double-size (12 unit) courses in literature taken by students in Years II and III respectively. Each of these courses is offered co-operatively by a small group of faculty members who ensure that Pass students study major texts from late mediaeval to modern times.

The appointment of the Czech String Quartet for a contractual period of four years (arranged in co-operation with the Hamilton Philharmonic Orchestra) augurs well for the development of Music Education.

Two newly established courses in Theatre Arts, co-ordinated by the Assistant Dean of Humanities Studies, bring together faculty and students from the Departments of Classics, English, Romance Languages, and Fine Arts.



## FACULTY OF SOCIAL SCIENCES

### Physical Education

Reference was made in last year's report to a proposal for a four-year integrated programme leading to a single degree in Physical Education. This proposal is still under consideration and will, if approved by our Senate, replace our existing BA/BPE programme. The focus of the programme would be on the study of human movement. There would not, however, be any reduction in the emphasis on the acquisition of skills in the teaching of activities that have traditionally formed an important part of the training of Physical Education specialists. It is now highly probable that the new programme will be adopted for the 1973-74 academic year. The new syllabus is not expected to have a significant effect on the number of students enrolled in "Physical Education".

### Experimental Year I Programme

This is not a new programme. It was referred to in our 1970 report to the Committee on University Affairs. It is, however, possible to note that the programme is meeting with some success. The programme is inter-disciplinary in its approach and involves the participation of faculty members from all of the Social Sciences departments. In the face of an increasing number of applicants, it has been necessary to limit the number of students in this programme because of limited resources. The programme is innovative in the way it introduces students to an appreciation of the complexity of social issues and to the methods used by the various Social Sciences in attempting



to understand them. The students are required to read broadly and to submit substantial written work.



## DIVISION OF HEALTH SCIENCES

The medical undergraduate programme with emphasis on self-learning, problem solving and assessment of student performance in tutorials, as our criteria for evaluation, passed its first test in that the first class of 19 students has graduated. Their performance in the Medical Council of Canada examinations was considerably better than average. Although this may reflect more the ability of the students than the effect of the education programme, the results indicate that the unconventional nature of the curriculum and method of evaluation does not impair the students' performance in more traditional examinations. The incoming class size is now 80 and will have expanded to 100 by 1975-76.

We have continued with our development of satellite centres for both undergraduate and postgraduate education programmes. In collaboration with the Thunder Bay Medical Society we have started the Northern Ontario Medical Programme and have received a grant from the Ministry of Health to help cover the costs of this project. The first trainees were assigned to this programme in July 1972. Student involvement from Northwestern Ontario has been initiated in collaboration with Lakehead University and the Thunder Bay Medical Society. Six students from this area were accepted into the 1972 medical class. The primary objective of this programme is to enhance the probability that increased output of the medical school will also result in better distribution of physicians with the right type of training to underserviced areas of the Province, particularly in remote and sparsely populated areas. We have already had one family physician and nurse practitioner establish a practice in an underserviced area and the first two family practice residents



assigned to this area have decided to return to Northwestern Ontario to practice when they finish their training. However, it will take five to six years to determine the value of this programme, which is in keeping with much of the philosophy of the draft report of the Commission on Post-Secondary Education. It is clear that this decentralized programme for clinical education costs more than the centralized approach, and eventually the cost of such programmes will have to be assessed against the benefits in terms of physicians' attitudes, continuing education and the distribution of physicians. The Nurse Practitioner Programme which was discussed in last year's report continues to make good progress. It is intended to build part of this programme into the Northern Ontario Medical Programme. The purpose of this programme is to prepare nurses to assume greater responsibility for primary health care working with physicians in offices or group practices.

We are continuing with our development of programmes in advanced study in the Health Sciences oriented to health rather than the individual professions of medicine, nursing, pharmacy, dentistry, etc. These programmes will be open not only to members of the different health professions, but also to others who wish to apply their discipline to health care, health research or administration, e.g. economists, engineers, management, scientists, sociologists, etc. The Master of Health Sciences - Clinical Practice Programme aims to train individuals from different professions for leadership roles in clinical teaching and practice. Normally this opportunity is presented separately for each of the health professions. This programme has been approved by the University and is awaiting appraisal by the Graduate Committee of the Council of Ontario Universities.



The second programme, Master of Health Sciences - Health Sciences Administration, has the same philosophy and is being developed in collaboration with the Faculty of Business. In the past, leadership positions in Health Sciences Administration have been occupied primarily by physicians, but it is hoped that this type of programme will make available comparable opportunities for members of other health professions and relevant disciplines to move into positions of leadership in the health system in accord with their ability rather than their professional label.

These two Master of Health Sciences programmes along with the establishment of programmes in Health Care Design, Measurement and Evaluation, avoid the usual proliferation of a large number of very small programmes and more important, they allow advanced level training to be carried out in an inter-disciplinary manner with career options in health care research, administration or leadership in clinical teaching and clinical practice.

We have established a co-operative programme with the School of Optometry at the University of Waterloo at both the undergraduate and graduate level. The first student from the School of Optometry is enrolled in the Health Care Design, Measurement and Evaluation programme.

The two task oriented co-operative programmes of inter-professional education are continuing - Clinical Behavioural Sciences and the Nurse Practitioner programme. Thus, two programmes described in detail in previous reports indicate that it is possible to provide highly relevant on-the-job training without the creation of a new profession or discipline. This approach which can be used in



other areas reduces the dependence of the health care system for innovation on formal primary education programmes and still makes it possible to "teach old dogs new tricks".



DIVISION OF SCIENCE AND ENGINEERINGFACULTY OF ENGINEERINGCeramics Engineering

The Faculty of Engineering is actively engaged in developing a programme in Ceramics Engineering to meet a demand from industry for engineers in this field. At present the Canadian needs are being satisfied by employing ceramics engineers from other countries.

The programme would be offered within the Department of Metallurgy and Materials Science which already has the instructional capabilities to undertake it without any increase in staff and with only a very modest investment for equipment. All the courses except one are already being taught to engineering students and employment opportunities are available to those graduating with a specialty in this area.

While the programme has yet to be considered by the Senate, it is anticipated that approval will be given and the programme offered in 1973-74.



## FACULTY OF SCIENCE

### Natural Sciences I

The course load for first year science students has been reduced from six to five full courses so that freshmen can devote more time to each of the courses that they are taking. This will permit students to deal with material in greater depth as well as providing time for those who need to acquire essential background knowledge which they have missed in high school.

The change in the first year programme has stimulated a review of departmental requirements for entrance to specific Year II programmes (e.g. Honours Chemistry, Pass Geology). The review has resulted in enough liberalization so that the same range of Year II programmes is open to students taking five courses as was formerly open to those taking six.

### Master's Work for Science Teachers

There is need for academic programmes for high school science teachers which provide updating and advanced course work in one or more of the basic sciences combined with advanced course work in education. McMaster, given its strong science traditions, its experience in non-credit work with high school chemistry teachers and its geographic location, is a logical institution to develop such work. Since there is no teacher education faculty at McMaster, special arrangements would have to be made to provide the "education" component. At present, the Faculty of Science is examining the feasibility of offering a programme leading to a Master's of Science



teaching degree. We see admission to the programme as requiring a Type A teaching certificate plus perhaps three years teaching experience.

We see this programme requiring four full courses and a project; at least two of the courses would be science courses and at least one would be a graduate level course in education. Two types of science courses would be available; first, special updating courses given at an advanced level, which would have the aim of exposing persons who had a good but now somewhat obsolete training in the area to recent advances in the discipline. The second type would be science courses which are presently offered for graduate credit. It is likely that the most suitable ones will be those available to junior level graduate courses which are open to senior undergraduates rather than advanced level graduate courses.

There seem to be two ways of providing the "education" courses. We could work through formal arrangements with another institution which offers the M.Ed. or we could contract with appropriate qualified individuals to put on courses under our own sponsorship.

Students will choose either a research project carried out as a member of a research team or a project which involves some aspect of high school curriculum design, development of audio-visual material or laboratory or field experiments for high school use. We expect that the latter option will be by far the most attractive to teachers.

Finally, it should be emphasized that our ad hoc committee on Master's programmes for science teachers is discussing the optimum programme as well as investigating the need for such a programme



and considering our ability to mount it. The above remarks indicate our present thinking rather than a definitive proposal.



## SCHOOL OF GRADUATE STUDIES

The estimated full-time graduate enrolment for December 1972 at McMaster is slightly below that of a year ago, 1,157 students compared to 1,167. Within the total, however, certain shifts have taken place. Overall there are 31 fewer doctoral students and 21 more master's. In the Humanities and Related category there are 16 more full-time master's students and an equal reduction in doctoral students. In the Social Sciences and Related category there are 45 more master's students and 11 more doctoral students. In Biological Sciences, that is, biochemistry and biology, there is no significant variation on either the master's or doctoral level. In Engineering there is a slight reduction on the master's level; on the doctoral level we have stayed at the reduced level reached last year. In the Health Professions the overall figure is about the same but there are more master's students and 4 fewer doctoral students. In Mathematics and Physical Sciences there has been a sharp reduction on both the master's and doctoral levels.

As was the case a year ago, but in sharp contrast to previous years, approximately 7 out of 9 (77.6%) of our new full-time graduate students are Canadian or had landed immigrant status at the time of application. The proportions among all full-time graduate students, old and new, however, are different; slightly over two-thirds (67.68%) are Canadian or were landed immigrants at the time of application.

At this point in what clearly is a period of retrenchment we anticipate growth only in those areas in which our graduate programmes are new and there seems to be a clear need for expansion. In our new programmes in Medicine, especially on the master's level, we expect



significant growth. We are forecasting some growth on the doctoral level in Social Sciences. On the other hand, we expect further reductions in the Physical Sciences.

Any plans for additional new programmes are being very carefully scrutinized in relation to evolving priorities and, if approved internally, will be forwarded in our three-year plan. In a special category among new graduate programmes we place the Ph.D. in Anthropology which has already been successfully appraised, is in a non-embargoed discipline, and was scheduled to begin in September 1972 but has been delayed because the Minister, on CUA advice, has deferred a decision on funding it at this time. It is our strong hope that funding will be forthcoming to enable a beginning in September 1973.

We wish to point out that during the past three years the admission requirements for most of our graduate programmes have been substantially raised. This is especially true on the doctoral level, where increasingly a high upper second or first is expected by the department concerned. A significant factor in our reduced doctoral enrolment this year has been the disposition of most departments to permit only the top students to go beyond the master's degree. Such selectivity seems especially appropriate in a period when faculty members and others are intent on seeing that public funds go to the academically most able students.



SCHOOL OF ADULT EDUCATIONBA /BSW Extension Programme

The School of Social Work is now offering, in addition to its regular day-time programme, evening work for part-time students seeking the Bachelor of Social Work degree. This programme provides an opportunity for persons already employed in various social agencies to acquire professional qualifications. It also makes it possible for part-time students to acquire a professional degree that would open up new career prospects for them.

The programme commenced in September 1972 with the offering of two second year social work courses--Social Welfare and Theory of Social Work Practice. Over the next several years the balance of the Social Work component classes will be offered through the School of Adult Education.

International Summer Schools

With the intention of giving students an opportunity to enhance their learning experience by studying in a different cultural environment, the School of Adult Education offered for the first time in 1972 a summer school in Lubljana, Yugoslavia and continued its overseas programmes in Rome and Florence. The Board of Adult Studies, because of the success of these two schools is making plans for programmes in England, France, Finland, Sweden and India for 1973 as well as in Munich, Germany, the last in co-operation with the University of Windsor. These programmes for 1973 are subject to satisfactory enrolments being achieved.



At the initiative of McMaster University an ad hoc committee called the Ontario Universities Committee for International Summer Schools has been developed. Information about International Summer Schools has been exchanged, problems discussed and agreement reached to develop a co-operative programme. It is intended that a single brochure listing all Ontario Universities International Summer School programmes will be produced this year. More complete joint offerings such as the McMaster/Windsor programme can be expected in the future.

### Health Programmes

With the appointment of an Assistant Director--Division of Health Sciences, the School of Adult Education is now co-operating with the Division of Health Sciences in the offering of health programmes for professionals in the field and the general public at large.

The School of Adult Education is assisting the Faculty of Medicine with the planning and co-ordination of continuing medical education programmes in the hospitals of Brantford, Galt, Kitchener, Niagara Falls, Port Colborne, Hagersville and Guelph.

Two programmes offered on this co-operative basis have proved very successful. "Dying, The Helping Process" is a course designed for people in the helping professions with the objective of assisting these people in communicating with and understanding the needs of those who are aging and drawing near death. Citizen's Health Education Course is a series of seminars to inform the public about selected health problems in order to help the consumer of health services make better use of the existing resources and institutions.



LONG TERM ENROLMENT DATA 1977-1978

CUA-72-A

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular M.C.U. Enrolment Reports (U.A.R. Forms). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an F.T.E. basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975- -76	1976- -77	1977- -78
(i) Full-Time "Freshman Intake" (i.e. 1st. Year Undergraduate Degree)	2448	2287	2310	2360	2425	2485	2565
(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	7240	7162	7259	7399	7652	7895	8155
(iii) Total Graduate (Fall-Term)	1172	1187	1238	1263	1302	1334	1371
(iv) Total Full-Time Enrolment (ii plus iii)	8412	8349	8497	8662	8954	9229	9526
(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (excluding "Summer School" Graduate Students)	1275	1573	1781	1853	1889	1935	1983
(vi) F.T.E. Enrolment (iv plus v)	9687	9922	10278	10515	10843	11164	11509
(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	17885	18499	19405	19996	20740	21389	22126





